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ABSTRACT

This teaching guide uses thematic units based on several sets of appropriate social studies national standards, specifically, economics, environmental education, geography, and history. The thematic units provide a holistic perspective to students' learning in the classroom/school and at field-based sites in the community/region. Lessons in the guide can be used in an interdisciplinary approach. The guide is divided into the following sections: "ECO/SOCIAL Studies: An Overview"; "Thinking about the Lifespace"; "ECO/SOCIAL Studies Lessons"; "Discovering the Multicultural Character of the Community"; "Multiculture Lessons"; "Culture Awareness Program"; and "Bibliography" (53 items). Includes four relevant articles by the author and a list of related publications. (BT)

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ECO/SOCIAL Studies: ***INSTRUCTIONAL STRATEGIES TO ENHANCE STUDENTS' INTERACTION WITH NATURAL & SOCIAL ENVIRONMENTS THAT ARE CLOSE-TO-HOME OR DISTANT/FAR-REMOVED***

RICHARD OAKES PETERS, ED.D.

SO 031 617

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ECO/SOCIAL Studies lessons compliment interdisciplinary, thematic units. SEE FOLLOWING PAGE

Thematic units are organized around themes taken from the several sets of appropriate national standards; specifically, Economics, Environmental Education, Geography, and History.

Thematic units provide a holistic perspective to students' learning -- in the classroom/school and at field-based sites in the community/region.

THEME/TOPIC	UNIT GOALS	LESSON OBJECTIVES	LESSON ACTIVITIES	MATERIALS AND RESOURCES	ASSESSMENT
		M	M	M	M
		T	T	T	T
		W	W	W	W
		TH	TH	TH	TH
		F	F	F	F
The focus for instruction and learning	What students will be able to do, to understand, and to explain in the long term *NATIONAL STANDARDS*	Short-term performance and process-based outcomes of instruction and learning	Learning encounters that students will participate in -- both in the classroom and at field-based sites in the community	Items/objects used to enhance instruction and/or learning	Ways of determining students' progress toward goals/objectives attainment and their levels of achievement

UNIT OUTLINE

THINKING ABOUT THE LIFESPACE

MAN and NATURE cohabit the 'big blue marble in space' ; they are inextricable.

When MAN and NATURE cannot coexist and mutually prosper, in given physical locations, a state of ENVIRONMENTAL RIFT exists.

When MAN and NATURE coexist and mutually prosper from their association(s), in given physical locations, a COOPERATIVE LIVING HABITAT exists. In mutually beneficial situations, ENVIRONMENTAL RIFT does not exist.

MAN has a responsibility to care for NATURE while promoting his self-interests, and while struggling to carve out enclaves in which to prosper. In destroying NATURE, MAN seals his own fate.

Students (K-12) must develop an awareness of MAN/NATURE inter-dependence, and an understanding of MAN/NATURE relationships -- in order that they might create COOPERATIVE LIVING HABITATS in their lifetimes. An ECO/SOCIAL Studies approach to MAN/NATURE understanding promotes the attainment of these goals.

MAN and NATURE interact in a perpetual state of INTERLOCKING DEPENDENCY.

STATEMENT

ECO/SOCIAL STUDIES: Investigating Lifespace Environments

Students investigate the character and quality of MAN/NATURE relationships in the local community, and they suggest ways to promote the creation and maintenance of a COOPERATIVE LIVING HABITAT in which MAN and NATURE prosper.

NATIONAL STANDARDS THEMES:

ENVIRONMENT & SOCIETY
HUMANS & THEIR SOCIETIES
INQUIRY SKILLS
KNOWLEDGE OF ENVIRONMENTAL PROCESSES & SYSTEMS
PEOPLE, PLACES, & ENVIRONMENTS
PERSONAL RESPONSIBILITY
SKILLS FOR DECISION & ACTION

TOPIC(S): MAN/NATURE RELATIONSHIPS

GRADE(S): 6 - 12

GOAL(S): As a result of this study, students will:

1) understand the history of MAN/NATURE relationships in the local community/region;

2) appreciate natural conditions and processes that promote and sustain a quality lifespace;

3) understand how the social (human-made) environment has adapted to the surrounding physical environment;

4) understand ways MAN has had a positive impact upon NATURE in the local community/region;

5) understand ways MAN has had a negative impact upon NATURE in the local community/region;

6) understand ways MAN has managed available natural resources for the economic gain of the local community/region;

7) understand ways MAN has exploited available natural resources for the economic gain of the local community/region;

8) appreciate surrounding natural habitats;

9) understand ways stewardship, conservation, reforestation, and land use planning concepts can be applied to conditions/ situations in the local community/ region.

OBJECTIVES:

Students will:

1) read/research MAN/NATURE relationships -- locally (nearby/close-to-home) and statewide/nationally (distant/far-removed);

2) interact with NATURE and related processes at field-based sites in the local community/region;

3) interact with community resource people -- guest speakers in the classroom and site guides;

4) research vintage newspapers to learn about MAN/NATURE relationships in the local community/region;

5) visit the local historical society to learn about MAN/NATURE relationships in the local community/region;

6) draw maps of the local community -- depicting natural and social environment sites;

7) create bulletin board displays;

8) write essays;

9) make oral reports;

10) make a MAN/NATURE relationship time line.

ACTIVITIES: Students will conduct classroom/school-based and field-based studies.

Using backpacking equipment, cameras & video tape equipment, maps, compasses, and cooking utensils, students spend entire days (and possibly weekends) in natural surroundings for the purpose of better understanding NATURE.

Students will record their field-based impressions and collect data on film and/or video tape. This data will be later analyzed in the classroom or in the science laboratory.

RESOURCES:

1) Geology books;
2) rock collecting equipment;
3) maps;
4) audiovisual presentations (films, filmstrips, videos);
5) newspapers;
6) community resource people;
7) natural sites;
8) cameras/video tape equipment;
9) tape recorders;
10) backpacking equipment.

ASSESSMENT: Students will demonstrate their understanding and abilities by:

1) writing essays;

2) creating original audiovisual presentations;

3) collecting field-based data;

4) correctly answering 85% of matching, multiple choice, and completion (supply) test items;

5) posing questions to guest speakers and site guides;

6) reading maps;

7) creating bulletin board displays;

8) creating posters;

9) writing letters to local elected officials;

10) participating in class discussions;

11) participating in small group activities;

12) incorporating selected vocabulary and concepts into discussions, oral reports, visual reports, and writings;

13) writing poetry;

14) creating art work.

INTERNET:

www.nwf.org (National Wildlife Federation)

www.edf.org (Environmental Defense Fund)

www.epa.gov (Environmental Protection Agency)

www.tnc.org (The Nature Conservancy)

STATEMENT

ARTIFICIAL ENVIRONMENTS IN THE COMMUNITY: MAN's Focus on Manipulating the Lifespace

Throughout the centuries, MAN has struggled to conquer nature through his inventions and technological development. As a result of his 'newly acquired' ability to dominate his surroundings, MAN has intruded upon the most-remote corners of natural settings, worldwide.

MAN's incessant assault upon NATURE has resulted in his plowing the land, bulldozing the hills and mountains, cutting down the forests, and generally paving over earth's surface. He has erected skyscrapers, landscaped the topography, and planted nursery-grown shrubs and trees, everywhere. All of this has been done in an attempt to reconfigure the character of the global lifespace -- in his image!

NATIONAL STANDARDS THEMES:

ENVIRONMENT & SOCIETY
PEOPLE, PLACES, & ENVIRONMENTS
SCIENCE, TECHNOLOGY, & SOCIETY

TOPIC(S):

ENVIRONMENTAL ENGINEERING

GRADE(S):

7 - 12

GOAL(S):

As a result of this school year-long investigation, students will understand:

1) the history of MAN's technological development;

2) the history of MAN's application of developed technology to the task(s) of altering the natural landscape;

3) the results of MAN's folly;

4) the negative effects of MAN's attempts to alter the natural landscape -- upon social (human-made) environments;

5) the positive effects of MAN's attempts to alter the natural landscape -- upon social (human-made) environments.

OBJECTIVES:

Students will:

1) research the history of MAN's inventions and the use of these 'social tools' to affect NATURE;

2) discuss MAN's inventions with guest speakers in the classroom, and with field-based site guides;

3) create MAN'S INVENTIONS bulletin board displays;

4) develop audiovisual and/or oral reports that focus attention on MAN's varied inventions;

5) research ways that MAN has used his inventions to alter, in some way & to some degree, NATURE's landscape in positive and negative ways;

6) identify local/area examples of MAN's effects upon NATURE;

7) create MAN & THE ENVIRONMENT bulletin board displays;

8) discuss MAN's impact upon NATURE with guest speakers in the classroom and with site guides;

9) visit selected natural and social environment sites to observe MAN's positive/negative impact;

10) collect field-based data on film/video tape;

11) debate MAN's impact upon the lifespace.

ACTIVITIES: Social studies and science teachers design inter-disciplinary, thematic units of instruction that:

1) introduce students to MAN's inventions throughout history;

2) encourage students to conduct historical research;

3) enable students to act as researching natural/social scientists -- as they investigate and collect data at field-based sites;

4) expose students to MAN's efforts to alter and manipulate the natural landscape;

5) enable students to interact with community resources (people, places, things, events, and processes);

6) involve students in critical thinking and decision-making activities -- in the classroom and at field-based sites;

7) encourage students to work cooperatively in the creation of creative/original audiovisual presentations;

8) make personal judgements about the long-lasting effect(s) and aesthetic qualities of MAN's efforts to physically alter the lifespace.

RESOURCES:

1) Community resource people;

2) community resource sites;

3) still photography/motion picture cameras and/or video tape equipment;

4) maps of local natural and social areas;

5) reference materials (print/non-print & software);

6) supplies to construct bulletin board displays;

7) inventions.

ASSESSMENT: Students will demonstrate their understanding and abilities by:

1) discussing MAN's inventions;

2) displaying graphic data (motion pictures, photographs, slides, videos);

3) creating bulletin board displays;

4) writing reports;

5) discussing MAN's inventions and his attempts to alter the lifespace with community resource people;

6) reading about the application of MAN's inventions and related processes -- and the consequences of these actions;

7) debating the pros-and-cons of MAN's actions re: altering the lifespace.

INTERNET:

www.nwf.org (National Wildlife Federation)

www.amrivers.org (American Rivers)

www.edf.org (Environmental Defense Fund)

www.epa.gov (Environmental Protection Agency)

www.ericse.org (ERIC- Science, Mathematics, and Environmental Education)

www.oneworld.org (Centre for Science & Environment)

www.conservation.org (Conservation International)

www.tnc.org (The Nature Conservancy)

www.econet.apc.org (GREEN: Global Rivers Environmental Education Network)

www.ips-dc.org (The Institute for Policy Studies)

CREATING A COOPERATIVE LIVING HABITAT: Community Service-oriented Participatory Citizenship Projects

Working with their social studies and science teachers, students are introduced to the concept: COOPERATIVE LIVING HABITATS.

A 'CLH' is any given area in which MAN and NATURE coexist and mutually prosper. Students are introduced to selected natural environments in the local community/ region.

A site is 'adopted' by the students -- becoming their community service project for the school year. Working with resource people, e.g., soil conservation/wildlife management/forestry department/water management personnel, students learn about site management strategies.

NATIONAL STANDARDS THEMES:

CIVIC IDEALS & PRACTICES
ENVIRONMENT & SOCIETY
HUMANS & THEIR SOCIETIES
PEOPLE, PLACES, & ENVIRONMENTS
PERSONAL RESPONSIBILITY
SKILLS FOR DECISION & ACTION

TOPIC(S):

COMMUNITY SERVICE

GRADE(S):

7 - 12

GOAL(S):

As a result of their direct involvement in a school year-long service project, students will understand:

1) the concept: COOPERATIVE LIVING HABITATS;

2) the characteristics of a COOPERATIVE LIVING HABITAT;

3) the process of creating a COOPERATIVE LIVING HABITAT;

4) the process of maintaining a COOPERATIVE LIVING HABITAT;

5) the qualities of participatory citizenship -- as applied to the improvement of the community lifespace.

OBJECTIVES:

Students will:

1) interact with community resource people;

2) interact with selected natural environment sites;

3) read about conservation, stewardship, management practices and programs;

4) map the natural environment site;

5) collect field-based data on film/ video tape;

6) analyze data;

7) evaluate alternative strategies re: natural site management;

8) select a preferred site management strategy;

9) design/implement a detailed site management plan.

ACTIVITIES: Social studies and science teachers engage students in a series of activities designed to enhance the quality of a selected natural environment site.

A management plan is designed/implemented, by the students, to:

1) improve environmentally-destructive conditions at the selected site;

2) remove natural debris;

3) clean up litter and debris caused by humans;

4) conduct an environmental impact study;

5) collect BEFORE and AFTER graphic data;

6) design a nature trail system -- to be used by K-12 students, and the community-at-large, as a field-based learning laboratory;

7) create/maintain a COOPERATIVE LIVING HABITAT at the selected site;

8) keep daily/weekly diaries and logs;

9) create a KEEP THE ENVIRONMENT CLEAN campaign for students' and community awareness;

10) make KEEP THE ENVIRONMENT CLEAN speeches;

11) write articles for the local newspaper(s).

RESOURCES:

1) Community resource people;
2) natural environment sites;
3) sketch pads/pencils;
4) compasses;
5) reference materials (print/non-print and software);
6) still/motion picture cameras and video tape equipment;
7) water testing kits;
8) soil testing kits;
9) debris collecting bags;
10) hand tools used to cut dead branches, fallen trees, etc.

ASSESSMENT: Students will demonstrate their understanding and abilities to:

1) explain the concept: COOPERATIVE LIVING HABITATS;
2) discuss concepts, e.g., conservation, stewardship, resources management;
3) draw maps;
4) use compasses;
5) collect data on film/video tape;
6) analyze data;
7) make decisions;
8) create audiovisual presentations;
9) participate in the maintenance of a COOPERATIVE LIVING HABITAT at a selected natural environment site;

10) write essays about field-based experiences;

11) correctly answer 90% of matching, multiple choice, and completion (supply) test items;

12) test water samples;

13) test soil samples;

14) write science lab reports;

15) make bulletin board displays.

INTERNET:

www.naaee.org (North American Association for Environmental Education)

www.nwf.org (National Wildlife Federation)

www.envirolink.org (Envirolink Network: Online Environmental Community)

www.amrivers.org (American Rivers)

www.edf.org (Environmental Defense Fund)

www.epa.gov (Environmental Protection Agency)

www.conservation.org (Conservation International)

www.tnc.org (The Nature Conservancy)

ENVIRONMENTAL ENGINEERING AND ARCHITECTURAL DESIGN: MAN's Imprint on the Community Lifespace

Students are taken to natural environment sites in the community. They observe MAN's efforts to alter the character of nature (e.g., access roads into the wilderness, dams, altering the course of streams and rivers, clear cutting, bulldozing the terrain).

Students visit construction sites in the community to observe land use management/land misuse. They tour areas of the human (man-made) environment to observe types of architecture.

Students discuss land use planning/management, environmental engineering, the local history of the community, and periods of architectural design with guest speakers and site guides.

COMMENTS

Due to his incessant drive to create a lifespace environment that compliments his desires and fulfills his needs, MAN applies his technology to the task of altering the natural environment and designing a social environment that pleases him. ENVIRONMENTAL ENGINEERING is a process of altering the physical character of natural areas in order to satisfy MAN's whim and to accommodate his desire to create artificial enclaves in which he will exist and prosper -- at NATURE's expense.

NATIONAL STANDARDS THEMES:

ENVIRONMENT & SOCIETY
HUMANS & THEIR SOCIETIES
PEOPLE, PLACES, & ENVIRONMENTS
SCIENCE, TECHNOLOGY, & SOCIETY
SKILLS FOR DECISION & ACTION
TIME, CONTINUITY, & CHANGE
UNDERSTANDING THE ENVIRONMENT

TOPIC(S):

ENVIRONMENTAL ENGINEERING
ARCHITECTURAL DESIGN

GRADE(S):

7 - 12

GOAL(S):

As a result of this study, students will understand:

1) ways MAN has altered the character of natural environments:

2) how architecture expresses MAN's inner-most emotions;

3) how architecture reflects the distinct character of periods of time;

4) examples of environmental engineering that exist in the natural environment of the local community.

OBJECTIVES:

Students will:

1) visit natural environment sites in the community;

2) visit locations in the community to observe architectural design;

3) meet with guest speakers/site guides to learn about the history of environmental engineering;

4) collect data on film/video tape;

5) work in small groups to research environmental engineering;

6) work in small groups to research periods of architectural design;

7) make audiovisual presentations;

8) make oral reports;

9) make bulletin board displays.

ACTIVITIES: Students will incorporate classroom-based and field-based activities/learning experiences into the study of the local lifespace environment.

Students will blend direct/vicarious experiences into a scheme of understanding that enhances their perceptions regarding ways that MAN has left his imprint upon the land and the character of the social (human-made) environment -- through his art and architecture.

Students will be introduced to a new dimension of learning and understanding; becoming aware of the aesthetic qualities of MAN's creations.

RESOURCES:

1) Natural environment sites in the local community/ region;

2) examples of architectural design that exist in the local community/region;

3) community resource people;

4) still photography/motion picture cameras and video tape equipment (for purposes of data collection);

5) reference materials (print/non-print and software);

6) maps of the community/region;

7) vintage newspapers;

8) historical society data.

ASSESSMENT: Students will demonstrate their understanding and abilities by:

1) collecting data (on film/video tape);

2) interacting with community resource people (asking questions, answering questions, making statements);

3) writing essays about environmental engineering;

4) writing essays about the architecture of the community;

5) creating/presenting oral reports;

6) creating/presenting audiovisual presentations;

7) creating PROTECT THE ENVIRONMENT posters;

8) creating SAVE OUR HISTORY posters that promote preserving historical landmarks in the community;

9) creating ARCHITECTURE OF OUR COMMUNITY bulletin board displays;

10) creating tabletop diaramas depicting environmental engineering in the community;

11) creating tabletop diaramas depicting the physical growth of the community through the decades/centuries;

12) discussing/debating ENVIRONMENTAL ENGINEERING and ARCHITECTURE OF THE COMMUNITY.

INTERNET:

www.naaee.org (North American Association for Environmental Education)

www.amrivers.org (American Rivers)

www.edf.org (Environmental Defense Fund)

www.epa.gov (Environmental Protection Agency)

www.ips-dc.org (The Institute for Policy Studies)

STATEMENT

INVESTIGATING NATURAL ENVIRONMENTS: The Natural Environments Matrix

Students are engaged in a study of natural environments - on a national and/or global scale. Using the Natural Environments GLOBESCOPE matrix as a guide, student work groups conduct research and collect data.

NATIONAL STANDARDS THEMES:

ENVIRONMENT & SOCIETY
INQUIRY SKILLS
KNOWLEDGE OF ENVIRONMENTAL PROCESSES & SYSTEMS
PEOPLE, PLACES, & ENVIRONMENTS
SKILLS FOR DECISION & ACTION

TOPIC(S)

ENVIRONMENTAL CHARACTERISTICS

GRADE(S):

5 - 12

GOAL(S):

As a result of this matrix-based study, students will understand:

1) the physical characteristics of diverse locations;

2) similar characteristics that exist among diverse locations;

3) MAN's adaptation to diverse locations.

OBJECTIVES:

Students will:

1) investigate the characteristics of selected natural locations;

2) collect & analyze data;

3) decide how data will be organized and displayed for visual presentation;

4) create a series of DATA CARDS;

5) affix DATA CARDS to a matrix board;

6) make a formal report to the class.

ACTIVITIES: Students will:

1) be organized into several small work groups;

2) select a preferred natural environment-type from a list compiled by the teacher;

3) be assigned tasks to perform within their work groups;

4) identify data sources;

5) read/research and collect data;

6) analyze data and decide which data will be included in a report to the class;

7) compile data on DATA CARDS (6x8", 8x10", 10x12" pieces of oak tag);

8) affix DATA CARDS to a flannel matrix board (each card having a piece of velcro on the back);

9) make formal presentations to the class.

RESOURCES:

1) Reference materials (print/non-print and software);

2) geology samples (rocks, minerals);

3) botany samples (flora);

4) data card material (oak tag);

5) magic markers;

6) matrix board.

ASSESSMENT: Students will demonstrate their understanding and abilities by:

1) applying interpersonal/social skills within the work group;

2) cooperating with other work group members;

3) researching data sources;

4) analyzing data;

5) making group decisions;

6) participating in division-of-labor tasks within the work group;

7) preparing visuals (DATA CARDS) for presentation to the class;

8) affixing DATA CARDS to the matrix board;

9) making a formal research report to the class.

NOTE: This matrix-based activity involves a focus on PROCESS and PRODUCT.

INTERNET:

www.naaee.org (North American Association for Environmental Education)

www.nwf.org (National Wildlife Federation)

www.panda.org (World Wide Fund for Nature)

www.edf.org (Environmental Defense Fund)

www.epa.gov (Environmental Protection Agency)

www.ran.org (Rainforest Action Network)

www.wpti.org (Wildlife Preservation Trust International)

www.oneworld.org (Centre for Science & Environment)

www.conservation.org (Conservation International)

www.tnc.org (The Nature Conservancy)

www.econet.apc.org (GREEN: Global Rivers Environmental Education Network)

Because humans and nature are inextricable entities sharing a common global lifespace, natural and social (human-made) environments are interactive and interdependent. Lifespace phenomena (e.g., people, places, things, events, and processes) exist in a perpetual state of interlocking dependency. Environmental rift occurs when humans and nature cannot coexist in cooperative living habitats; failing to mutually benefit from their associations.

NATURE SENSITIVE students :

1. are aware of the natural world around them
2. are informed about past and present conflicts, issues, problems, and situations related to natural environments
3. have empathy for the plight of nature
4. understand the character of diverse natural environments that are nearby/close to home and distant/far-removed
5. have developed attitudes and opinions about ecology-related issues in contemporary life
6. perceive relationships between humans and nature

GLOBESCOPE Lifespace Matrix: Natural Environments
CHARACTERISTICS

Environs/Regions	1	2	3	4	5	6	7	8	9	10
Coastal Plains										
Deserts										
Forests										
Interior Plains										
Jungles										
Mountains										
Polar Zones										

1. Area (acres, hectares, square miles)
2. Climate (temperature and weather conditions)
3. Ecology (relationships between living organisms and the geographical environment)
4. Fauna (animals)
5. Flora (plants)
6. Geographical location (physical position on a globe or map and/or distance from other places)
7. Resources (minerals, timber, vegetation, and wildlife)
8. Seasons (differences in amounts of daylight, plant growth, precipitation, and temperature)
9. Topography (surface features of Earth)
10. Water Supplies (ground water, plants, and precipitation)

Excerpts from ENVIRONS: LIVING IN NATURAL AND SOCIAL WORLDS, © 1993, Richard Oakes Peters

STATEMENT

STUDYING THE FLORA & FAUNA OF NATURAL ENVIRONMENTS

Students are taken to selected natural environment sites, and they participate in a backpacking daytrip -- into the environment(s) -- to observe/talk about the flora (plants) and fauna (wildlife) of the sites.

Students experience their surroundings through their senses, and collect audio/visual data on audio tape, film, and video tape.

Students will become aware of naturally-occurring processes in the site area(s).

NATIONAL STANDARDS THEMES:

INQUIRY SKILLS
KNOWLEDGE OF ENVIRONMENTAL PROCESSES & SYSTEMS
SKILLS FOR DECISION AND ACTION
THE LIVING ENVIRONMENT

TOPIC(S):

FLORA
FAUNA

GRADE(S):

5 - 12

GOAL(S):

Students will:

1) understand the types of flora in given natural settings;

2) understand the types of fauna in a given natural setting(s);

3) understand natural processes of plants and animal life in given natural settings;

4) appreciate the contribution that quality natural environments make to the overall quality of life of the total lifespace.

OBJECTIVES:

Students will:

1) study plants/animals in their natural settings;

2) use graphic media devices, e.g., cameras/video tape equipment, to collect visual data;

3) experience natural surroundings through the senses;

4) write personal impressions of the site(s) visited, e.g., essays, diaries, logs, journals;

5) create artistic representations of the natural surroundings visited, e.g., sketches, paintings, clay models, leaf imprints;

6) ask questions of site guides.

ACTIVITIES: Students will be formally introduced to selected natural settings in the community.

At selected sites, students will learn about the nature and character of the area(s) from site guides.

Students will make observations of flora and fauna, and will collect visual data using cameras and video tape equipment.

RESOURCES:

1) Daytrip backpacks;
2) still photography and 8mm motion picture cameras;
3) video tape equipment;
4) community resource people as guest speakers and site guides;
5) natural environment sites;
6) sketch pads/pencils;
7) audio tape recorders;
8) compasses.

ASSESSMENT: Students will demonstrate understanding and abilities by:

1) collecting data at sites;

2) analyzing data;

3) creating audiovisual presentations;

4) discussing personal experiences;

5) creating representations of personal impressions gained at the sites (e.g., essays, art work, visuals);

6) making maps of sites visited;

7) making bulletin board displays;

8) using compasses at the sites;

9) keeping a diary/journal/log of site-based experiences;

10) preparing/asking questions of site guides;

11) writing to/e-mailing a friend telling him/her about the day's outing at natural sites.

INTERNET:

www.naaee.org (North American Association for Environmental Education)

www.nwf.org (National Wildlife Federation)

www.edf.org (Environmental Defense Fund)

www.epa.gov (Environmental Protection Agency)

www.simpleliving.net (Simple Living Network)

www.tnc.org (The Nature Conservancy)

www.nceet.snre.umich.edu (Environmental Education Link on the Internet)

www.enn.com (Environmental News Network)

CONNECTING WITH THE LIFESPACE ENVIRONMENT: Real World Studies in the Kindergarten - Grade Twelve Curriculum

Grade level THEMATIC TEAMS (representing the several academic and non-academic areas of the curriculum) plan field-based learning experiences for students.

This interdisciplinary approach to teaching/learning focuses students' attention on the relevance of their education to the real world of the community, and enhances students' perceptions and understanding of the nature & character of the total lifespace environment in which they exist and prosper.

NATIONAL STANDARDS THEMES:

CULTURE
ENVIRONMENT & SOCIETY
HUMANS & THEIR SOCIETIES
PEOPLE, PLACES, & ENVIRONMENTS
PRODUCTION, DISTRIBUTION, & CONSUMPTION
SCIENCE, TECHNOLOGY, & SOCIETY

TOPIC(S): REAL WORLD STUDIES

GRADE(S): K - 12

GOAL(S): As a result of their direct involvement in REAL WORLD STUDIES, students will understand:

1) the nature/character of the social (human-made) environment in which they live;

2) the nature/character of the natural environment that surrounds them;

3) the interaction that occurs, and the interdependence that exists, between social and natural environments;

4) ways their formal education (K-12) can/does enhance employment opportunities in the world of work;

5) the character of community resourse people;

6) the character of community resources (places, things, events, processes).

OBJECTIVES:

Students will:

1) interact with community resource people;

2) interact with community resources;

3) investigate world of work employment opportunities in the local community/ region;

4) create graphic displays and reports;

5) investigate ways natural resources are managed/used to promote goods production and distribution;

6) apply knowledge/skills acquired, as a result of interdisciplinary/ thematic studies, to assigned projects and to teacher-designed LEARNING ENHANCEMENT MENU (field-based) activities.

NOTE: LEARNING ENHANCEMENT MENUS are a collection of alternative activities that students can choose to do. Regardless of the activity chosen, all students accomplish the same goal(s).

ACTIVITIES:

Students are formally introduced to natural and social environments in which they live, and are made aware of ways that their formal education can enhance the quality of their daily lives, now and in the future.

In the school, teachers help students 'connect' the knowledge/concepts/skills acquired in a subject (e.g., earth science) with the cognitive, affective, and psychomotor

domain properties of other subjects (e.g., history, literature, art, tech ed, home economics, business/ computer science) -- thus developing a holistic (integrated) perspective of the entire grade-level curriculum.

At field-based sites, students apply acquired knowledge/concepts/skills to action-oriented investigative studies and data collection.

RESOURCES:

1) Community resource people;
2) community resources (places, things, events, processes);
3) reference materials (print/non-print and software);
4) career education materials;
5) motion picture/still photography cameras;
6) video tape equipment;
7) audiovisual presentations (films, filmstrips, slides, videos).

ASSESSMENT: Students will demonstrate their understanding and abilities by:

1) discussing contemporary issues related to the local community, region, state, nation, and the world;

2) collecting field-based data using cameras and video tape equipment;

3) collecting field-based data using audio tape recorders;

4) constructing graphic displays and reports;

5) asking prepared questions of guest speakers and site guides;

6) writing letters to the editor(s) of the local newspaper(s);

7) creating/presenting oral (research) reports;

8) creating WORLD OF WORK displays that emphasize the importance of getting a quality education -- in order to achieve employment/higher education goals.

INTERNET

www.envirolink.org (Envirolink Network)

www.epa.gov (Environmental Protection Agency)

www.vlib.org (Virtual Library)

www.simpleliving.net (Simple Living Network)

DISCOVERING THE MULTICULTURAL CHARACTER OF THE COMMUNITY

01/01/00

Learning about the people, places, things, events, and processes that make up the local community is important for young learners. It gives them a sense of 'belonging' to the larger social group, and an awareness of the natural and social diversity of the lifespace environment.

INCORPORATING FIELD-BASED EXPERIENCES INTO THE CURRICULUM

Schools cannot replicate the totality of the real world of the community within their walls.

If early childhood, middle grades, and high school students are to become familiar with the cultural and ethnic diversity of the community, they must experience it -- directly.

Teachers must create 'mental maps' that blend classroom and field-based activities in ways so as to create concepts/knowledge/skills acquisition opportunities for students of all ages.

In order for teachers to create learning enhancement 'mental maps', they must be knowledgeable about the ethnicity of the community. Teachers must be taken on field trips into the community and formally introduced to its diverse nature and composition. Walk-throughs of ethnic neighborhoods; as observers of ethnic festivals and celebrations; opportunities to talk with neighborhood inhabitants; eating ethnic dishes; learning about

the histories of diverse groups that settled in the community; and listening to folktales and ethnic stories are ways by which classroom teachers can become acquainted with the community-at-large. In turn, they can use this knowledge and first-hand experiences to design age/grade appropriate learning experiences for their students.

CULTURAL DIVERSITY IN THE CLASSROOM

A decade or more ago, TIME magazine ran a series of articles on the 'browning' of America. Look around the typical classroom in America, today. There is ample evidence that America is truly a melting pot at the close of the 20th century.

Our classroom communities are microcosims of the ethnicity among the nation's population. There is a need for school-age children and youths to recognize this diversity, and for them to respect the 'differences' that exist among us. Tolerance is the key to cooperation and harmonious coexistence. Tolerance is achieved as a result of understanding and mutual respect.

The social studies curriculum should focus students' attention on the unique qualities of each-and-every ethnic group that comprises our American culture. Students should study the contributions that each group has made to our nation's economic, political, and social development over the course of centuries; from early colonization through to the new millennium.

LEARNING ENCOUNTERS AND AWARENESS ENRICHMENT

Field-based experiences in the community enable students to:

. spend time interacting with/learning from resource people at selected sites;

- experience natural and social phenomena, directly, through the senses;
- become engaged in learning experiences that typically do not occur in the classroom;
- apply that which has been learned in school to real world situations and settings;
- engage in spontaneous learning that arises from situations in which they are interacting with phenomena and processes;
- learn how to act/react to situations that occur in 'non-traditional', real world-based contexts;
- gain hands-on experiences that might never occur in the classroom; and
- realize that formal(planned for) and/or informal (spontaneous) learning can take place at any time -- in any place.

Knowing about the multicultural character of one's community enables the individual to better comprehend the economic, as well as the social, diversity of the total lifespace.

In addition to a social studies focus on ethnicity and cultural diversity in the community, other areas of the typical K-12 curriculum can be used to engage students in studies that impact their knowledge base and influence future considerations.

SENSING ACROSS THE CURRICULUM.

There are many subject-specific learning encounters that can be designed to take place at field-based sites in the community lifespace. For example:

ART. Students can be taken outside the school to look at natural colors and shapes of objects. Leaves, grasses, pieces of bark, fungi, small pebbles, etc. can be collected and later used in art compositions.

Students can take a walking tour of the community to observe types of architecture.

Students can take a field trip to an art museum or to an art gallery.

Students can visit an advertising agency and observe commercial artists at work.

Students can visit a department store and observe a window display designer at work.

MUSIC. Students are taken to a 'live' performance of a band or orchestra.

Students meet with a radio DJ to discuss popular music.

Students meet with local/area musicians and discuss their training and experiences.

Students visit a recording studio and observe/listen to artists at work.

LANGUAGE ARTS. Students visit a newspaper and observe reporters preparing copy for the nightly edition.

Students visit a television station and observe news broadcasts.

Students visit with local/area authors.

Students visit college/university classrooms to observe students engaged in the writing process.

Students are taken to a 'live' performance of a novel, short story, or play read in class.

Students are taken to an advertising agency to observe commercial writers at work.

MATH.

Students are taken to a variety of community sites to observe mathematics being used by workers.

Students visit sites to observe the importance of mathematics in everyday life (e.g., pricing in stores, banking, weights and measures, and comparative shopping).

Students visit with military personnel to determine how they use mathematics in their daily routines.

SCIENCE.

Students visit an observatory.

Students visit a commercial laboratory and observe scientists at work.

Students learn about geology at a field site.

Students visit a reforestation site.

Students visit a water treatment plant.

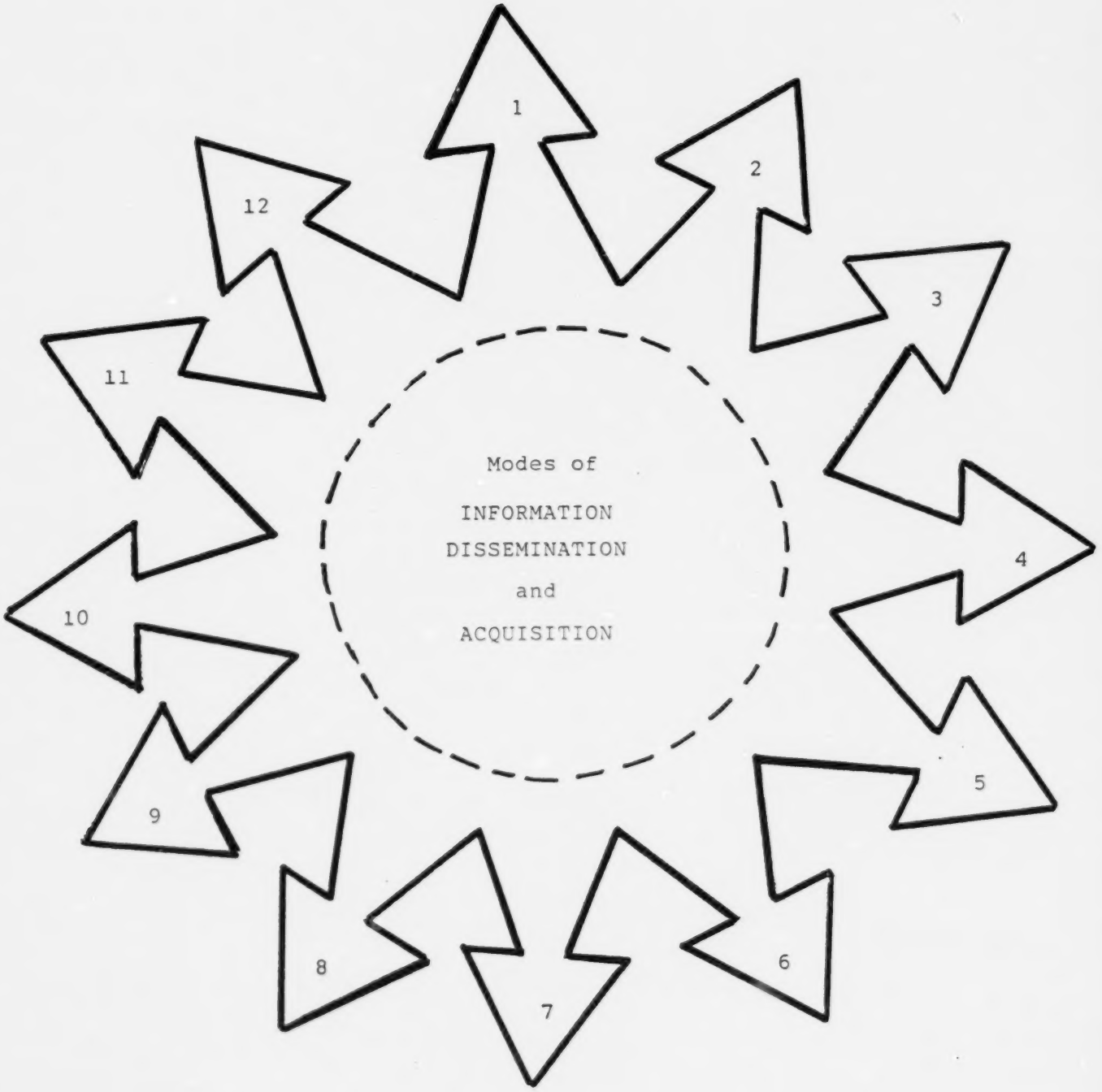
Students visit a botanical garden.

VOCATIONAL STUDIES

Students visit a variety of production sites to observe world of work careers/occupations.

Students are placed at local/area sites for skills training.

Students visit construction sites.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Modes of
INFORMATION
DISSEMINATION
and
ACQUISITION

1) LECTURE(S). The teacher has a given amount of data to dispense to students - within a given period of time. Students may acquire this information by listening, watching, writing, and/or asking questions.

2) DISCUSSION(S). The teacher/students are actively involved in statement making, opinion giving, question raising, and/or responding in defense of/clarifying one's opinion(s) and statement(s).

3) AUDIOVISUALS. Print/non-print materials are used to impact perceptions and understandings through auditory and visual cues. While some materials are designed to elicit responses, others are information-giving. Some presentations may attempt to replicate aspects of the real world while others simply provide data in the most direct and effective manner.

4) RESOURCES. People and places are used to enrich or supplement data sources and instructional materials or they may be the primary source(s) for student inquiry and discovery. On occasion, there may be no substitute for direct student exposure to/interaction with these resources.

5) EXCURSIONS. Students are introduced to/function within lifespace environments of the real world. No longer is the school apart from the communities that surround it. The lifespace, at any given time, can be defined as the neighborhood immediately around the school building, the community-at-large, or the region/state/nation/global community.

6) GUEST SPEAKER(S). Community resource people visit classrooms to make presentations, to discuss issues and topics, to exhibit artifacts/objects, and to demonstrate abilities/craft skills.

7) HARDWARE/SOFTWARE. Computers, games, programmed instruction, simulations, and individualized learning materials/packets require student participation in the discovery process - to varying degrees of involvement.

8) PRIMARY SOURCE(S). People, places, and things are the data base. Students seek out sources of information, gather and organize data, and decide what is relevant to the questions and tasks-at-hand.

9) GROUPS. Students may learn best from each other. The teacher creates work groups and monitors student interaction, inquiry, and learning.

10) INDIVIDUALIZED INSTRUCTION. Students work to the peak of personal abilities, and they achieve independent of all others. The threat of being in competition with others does not exist. Each student moves from learning station-to-learning station or from task-to-task at personal rates of accomplishment.

11) TEAMING. The teacher pairs students of similar/different abilities, interests and needs for purposes of task accomplishment, knowledge/skills acquisition and application, and socialization.

12) SELF-EXPRESSION. Students share data using verbal/non-verbal communication skills. For some, art/dance/music may be the avenue of self-expression while others choose to write, speak, or act.

Understanding the multicultural nature of the community enables students to better comprehend the history of the community; to appreciate the contributions that diverse groups have made to the development of the community; and to become aware of economic opportunities that are available to those who possess a quality education.

THE COMMUNITY AS A CLASSROOM

As a result of touching objects in order to better understand something about the texture and composition of cultural objects; listening to the sounds of ethnic music; listening to daily routines in the community; sniffing the air for wonderfully new and different aromas; tasting ethnic foods; and witnessing culturally diverse celebrations, students begin to understand the complex fabric that is woven through the ages to create the present-day community in which they live and prosper.

Using a variety of learning strategies and activities, such as the GLOBESCOPE Culture Matrix (Figure 1), students can formally study/learn about the unique character and history of diverse cultures.

Information collected about distant/far-removed groups can be applied, for a better understanding about the ethnic composition of the local community, to members of those cultures who reside nearby/close to home.

By using matrix studies, students learn about people and places that are not readily perceived, and then apply acquired knowledge to the study of diverse ethnic/culture groups who live within close proximity of students.

In the 21st century, the day-to-day lives of people, in all nations, will be influenced by increased cross-cultural links. Individuals will be required to understand and interact with people, cultures, languages, lifestyles, and value systems that differ from their own.

CULTURE LITERATE students 1) are aware of the human-made world around them, 2) are informed about past and present conflicts, issues, problems, and situations related to social environments, 3) have empathy for the plight of diverse social groups and cultures, 4) understand the character of social environments that are nearby/close to home and distant/far-removed, 5) have developed attitudes and opinions about culture-related issues in contemporary life, 6) perceive relationships among diverse social groups and cultures, 7) recognize the differences and similarities among the traits of divers cultures, and 8) are committed to action - in order to resolve conflicts, clarify issues, solve problems, and better understand complex situations.

GLOBESCOPE Culture Matrix: Social Environments

	TRAITS										
CULTURES	1	2	3	4	5	6	7	8	9	10	11
A											
B											
C											
D											
E											
E											
F											
G											

1. Food/Diet
2. Shelter (types/materials)
3. Dress/Costumes
4. Art/Dance/Music
5. Family (structure/functions)
6. Government (structure/functions)
7. Religion (structure/functions/sacred objects and sites)
8. Division-of-Labor (specializations/training)
9. History (events/personalities/sites)
10. Technology (tools/weapons/machines)
11. Ecology (relationships between human beings (SOCIAL) and with the geographical environment (NATURAL)

Excerpts from ENVIRONS: LIVING IN NATURAL AND SOCIAL WORLDS, Richard Oakes Peters © 1993.

FIGURE 1

STATEMENT

INVESTIGATING CULTURE TRAITS: The Social Environments Matrix

Students are engaged in a study of global cultures -- past and present. Using the Social Environments GLOBESCOPE matrix as a guide, student work groups conduct research and collect data.

NATIONAL STANDARDS THEMES:

CULTURE
HUMANS & THEIR SOCIETIES
INDIVIDUALS, GROUPS, & INSTITUTIONS
PRODUCTION, DISTRIBUTION, & CONSUMPTION
POWER, AUTHORITY, & GOVERNANCE

TOPIC(S): CULTURE TRAITS

GRADE(S): 5 - 12

GOAL(S): As a result of this matrix-based study, students will understand:

1) the culture traits of diverse groups;

2) ways that different cultures meet the basic needs of humans;

3) similar traits that exist among diverse cultures.

OBJECTIVES: Students will:

1) investigate the traits of selected cultures;

2) collect & analyze data;

3) decide how data will be organized and displayed for visual presentation;

4) create a series of DATA CARDS;

5) affix DATA CARDS to a matrix board;

6) make a formal report to the class.

ACTIVITIES: Students will:

1) be organized into several small work groups;

2) select a preferred culture from a list compiled by the teacher;

3) be assigned tasks to perform within their work groups;

4) identify data sources;

5) read/research and collect data;

6) analyze data and decide which data will be included in a report to the class;

7) compile data on DATA CARDS (6x8", 8x10", 10x12" pieces of oak tag);

8) affix DATA CARDS to a flannel matrix board (each card having a piece of velcro on the back);

9) make formal presentations to the class.

RESOURCES:

1) Reference materials (print/non-print and software);

2) culture artifacts (objects);

3) data card material (oak tag);

4) magic markers;

5) matrix board.

ASSESSMENT: Students will demonstrate their understanding and abilities by:

1) applying interpersonal/social skills within the work group;

2) cooperating with other work group members;

3) researching data sources;

4) analyzing data;

5) making group decisions;

6) participating in division-of-labor tasks within the work group;

7) preparing visuals (DATA CARDS) for presentation to the class;

8) affixing DATA CARDS to the matrix board;

9) making a formal research report to the class.

NOTE: This matrix-based activity involves a focus on PROCESS and PRODUCT.

INTERNET:

www.theaha.org (American Historical Association)

www.aaslh.org (American Association for State and Local History)

www.umdl.umich.edu (Making of America)

www.balchinstitute.org (Immigration and Ethnic History Society)

www1.umn.edu (Immigration History Research Center)

www.h-net.msu.edu (H-ETHNIC)

www.ellisisland.org

In the 21st century, the day-to-day lives of people, in all nations, will be influenced by increased cross-cultural links. Individuals will be required to understand and interact with people, cultures, languages, lifestyles, and value systems that differ from their own.

CULTURE LITERATE students 1) are aware of the human-made world around them, 2) are informed about past and present conflicts, issues, problems, and situations related to social environments, 3) have empathy for the plight of diverse social groups and cultures, 4) understand the character of social environments that are nearby/close to home and distant/far-removed, 5) have developed attitudes and opinions about culture-related issues in contemporary life, 6) perceive relationships among diverse social groups and cultures, 7) recognize the differences and similarities among the traits of divers cultures, and 8) are committed to action - in order to resolve conflicts, clarify issues, solve problems, and better understand complex situations.

GLOBESCOPE Culture Matrix: Social Environments

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4. Art/Dance/Music
5. Family (structure/functions)
6. Government (structure/functions)
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8. Division-of-Labor (specializations/training)
9. History (events/personalities/sites)
10. Technology (tools/weapons/machines)
11. Ecology (relationships between human beings (SOCIAL) and with the geographical environment (NATURAL)

Excerpts from ENVIRONS: LIVING IN NATURAL AND SOCIAL WORLDS, Richard Oakes Peters © 1993.

STATEMENT

THE MULTICULTURAL COMMUNITY: A Microcosm of the Global Lifespace

Students are engaged in a sociology-oriented study of the local community to discover its multicultural nature.

Community resource people are invited into the classroom to discuss the migration of ethnic groups to the local community - throughout history.

At field-based sites, in the community, students are formally introduced to historical landmarks; buildings, locations, and monuments.

NATIONAL STANDARDS THEMES:

CULTURE
ENVIRONMENT & SOCIETY
GLOBAL CONNECTIONS
HUMANS & THEIR SOCIETIES
INQUIRY SKILLS
PEOPLE, PLACES, & ENVIRONMENTS
TIME, CONTINUITY, & CHANGE

TOPIC(S): THE MULTICULTURAL COMMUNITY

GRADE(S): 4 - 12

GOAL(S): As a result of this study, students will:

1) understand the cultural/ ethnic diversity of the local community;

2) appreciate the contributions that members of diverse cultural/ethnic groups have made to the development and economic prosperity of the local community/region;

3) value the art, literature, and music of diverse cultures and ethnic groups.

OBJECTIVES: Students will:

1) interact with guest speakers and performers in the classroom;

2) visit ethnic neighborhoods in the local community/region, and they will learn about the history of each neighborhood;

3) attend cultural events;

4) visit a museum to see a touring exhibit of art forms from several global cultures;

5) view audiovisual presentations that depict the lifestyles and

environments of global cultures;

6) listen to ethnic music and to ethnic stories being read aloud;

7) listen to guest speakers talk in their native languages/dialects;

8) read about the histories of diverse cultures;

9) correspond with pen pals in foreign countries;

10) cook ethnic dishes in home economics class.

ACTIVITIES: Students will be engaged in a variety of community studies -- designed to introduce them to the diverse nature of community inhabitants.

Students will interact with community resource people representing diverse cultures/ethnic groups.

Students will interact with community resources (places, things, events, processes) that represent cultural/ethnic diversity.

Students will develop an awareness of the history of diverse cultures/ethnic groups.

Students will realize that individuals from several cultures/ethnic groups have contributed to the settlement/propserity of the local community.

RESOURCES:

1) Audiovisual presentations (films, filmstrips, slides, videos);

2) community inhabitants;

3) places, things, events, processes in the local community;

4) reference materials (print/non-print and software);

5) trade books;

6) newspapers and magazines;

7) maps and globes.

INTERNET:

www.theaha.org (American Historical Association)

www.aaslh.org (American Association for State and Local History)

www.nthp.org (National Trust for Historic Preservation)

www.cr.nps.gov (National Register of Historic Places)

www.umdl.umich.edu (Making of America)

www1.umn.edu (Immigration History Research Center)

www.balchinstitute.org (Immigration and Ethnic History Society)

www.h-net.msu.edu (H-ETHNIC)

www.ellisisland.org

CULTURE AWARENESS PROGRAM (CAP)

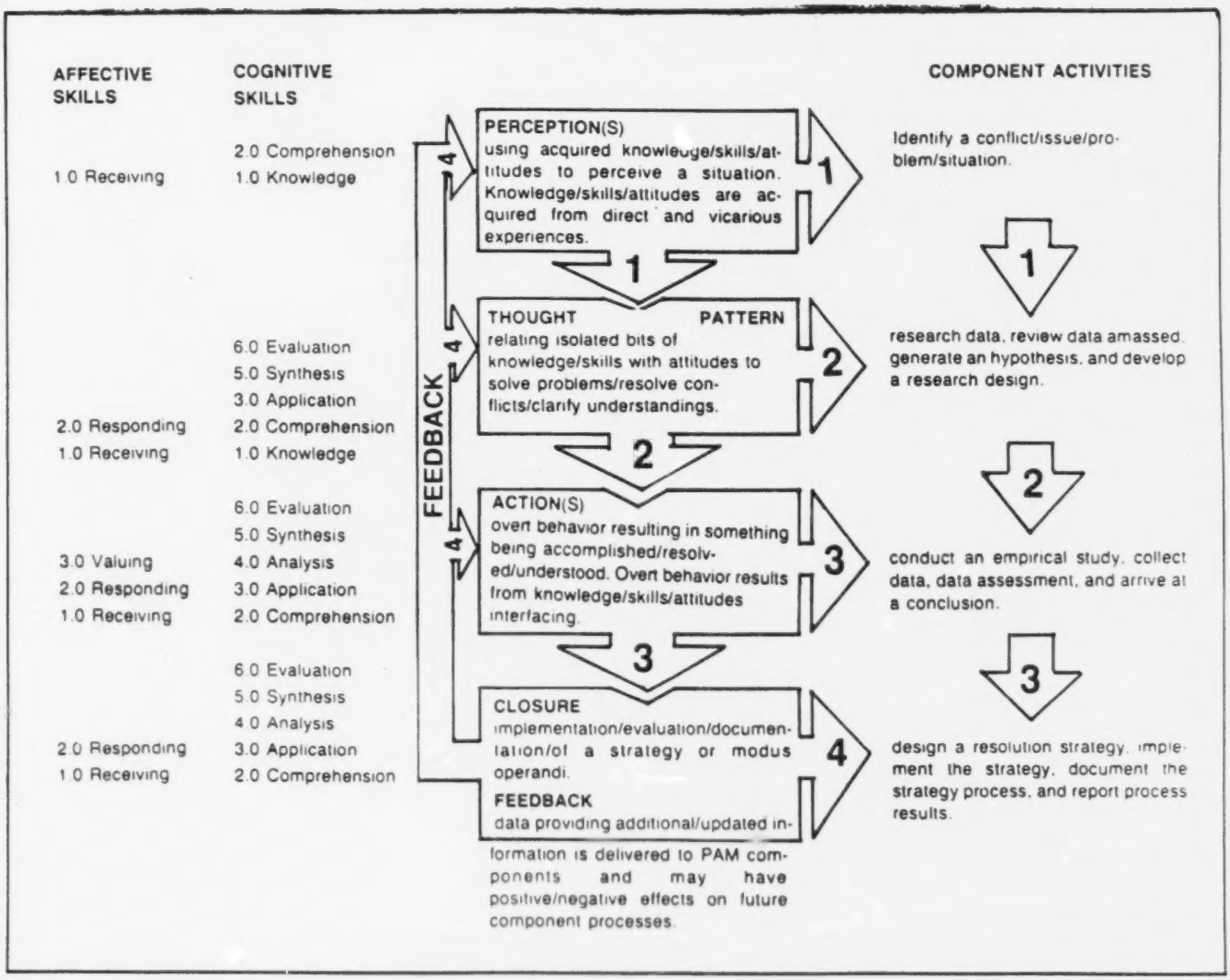
A continuous/integrated/sequential curriculum designed to introduce students to lifespace environments and cultures that are nearby/close to home and distant/far-removed.

Students are engaged in classroom, activity center, and field-based learning encounters designed to enhance their interaction with natural and social settings - and related phenomena and processes.

Using the PROACTIVE ACTION MODEL (PAM), students role play inquiring natural/physical and social scientists in classrooms, activity centers, and at field-based sites.

People, places, things, events, and processes are incorporated into the learning encounter menus.

PROACTIVE ACTION MODEL (PAM)



PAM is a modified 'scientific method' schema that can be used to enhance students' inquiry and discovery while nurturing intellectual skills development.

From PROCESS INDUCTION © 1994 Richard Oakes Peters, Ed.D.

CULTURE LITERATE STUDENTS

They are

1) aware of the MAN-made (social) world around them;

2) informed about past and present conflicts, issues, problems, and situations related to social environments;

3) concerned about the plight of members of diverse cultures and societies;

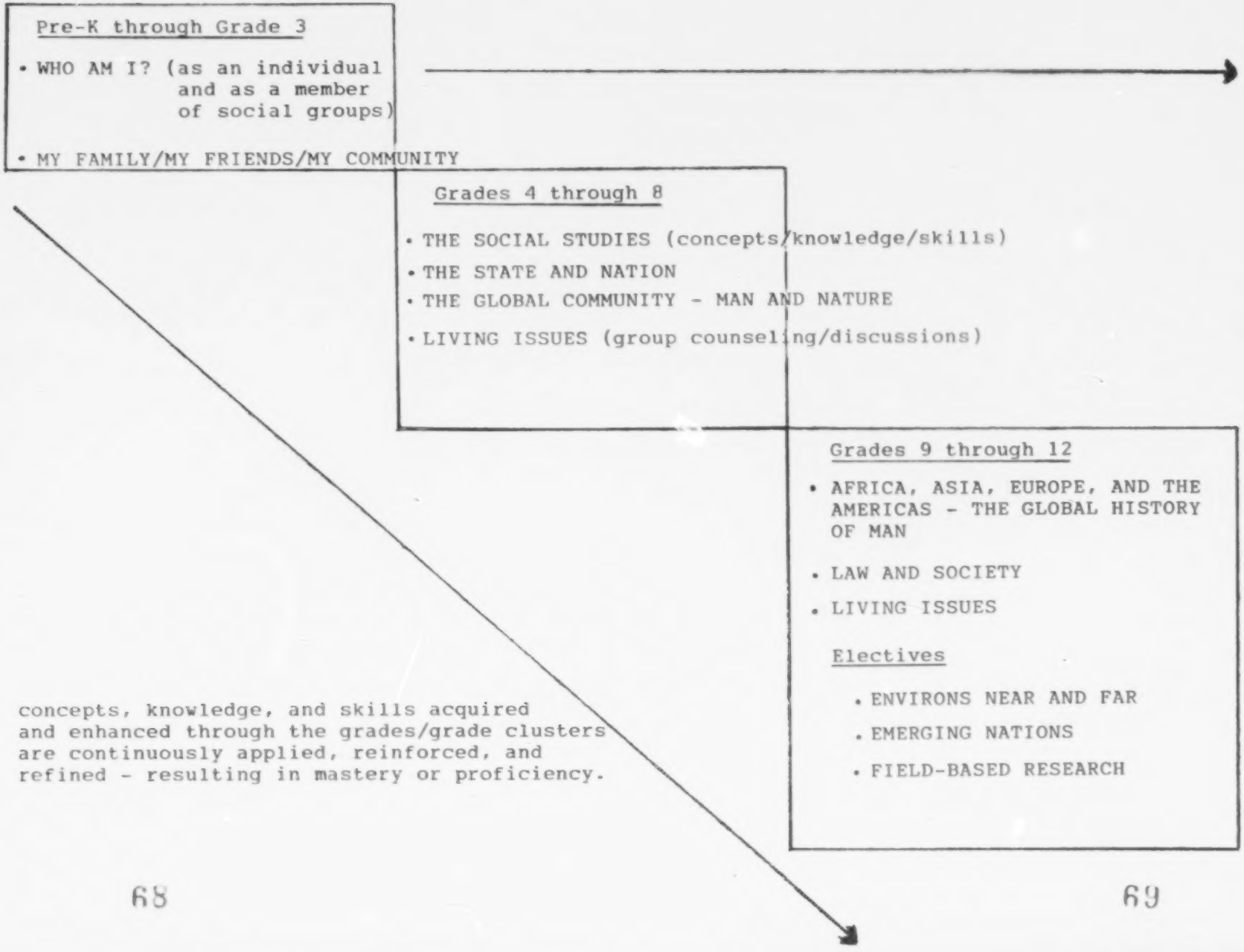
4) knowledgeable about the character of social environments nearby/close to home and distant/far-removed;

5) informed about culture-related issues in contemporary life;

6) aware of the similarities as well as the differences among the traits of diverse cultures; and

7) aware of the constant interaction among diverse cultures in the global community context.

A CAP Schema


Pre-K through Grade 3
• WHO AM I? (as an individual and as a member of social groups)
• MY FAMILY/MY FRIENDS/MY COMMUNITY
Grades 4 through 8
• THE SOCIAL STUDIES (concepts/knowledge/skills)
• THE STATE AND NATION
• THE GLOBAL COMMUNITY - MAN AND NATURE
• LIVING ISSUES (group counseling/discussions)
Grades 9 through 12
• AFRICA, ASIA, EUROPE, AND THE AMERICAS - THE GLOBAL HISTORY OF MAN
• LAW AND SOCIETY
• LIVING ISSUES
Electives
• ENVIRONS NEAR AND FAR
• EMERGING NATIONS
• FIELD-BASED RESEARCH
concepts, knowledge, and skills acquired and enhanced through the grades/grade clusters are continuously applied, reinforced, and refined - resulting in mastery or proficiency.

CAP LEARNING ENCOUNTERS MENU

COURSE — LIVING ISSUES

TOPIC — ENVIRONMENTAL POLLUTION - MAN AND NATURE

GOAL(S) — STUDENTS WILL:

- understand different types of pollution, e.g., air, water, noise, and sight.
- understand the MAN-made causes/effects of environmental pollution.
- understand the NATURE-related causes/ effects of environmental pollution.
- understand ways that MAN can reduce or eliminate environmental pollution.

ENCOUNTERS — STUDENTS WILL:

- read primary/secondary source accounts of environmental pollution.
- interact with resource people (at sites) as they discuss/demonstrate causes/effects of environmental pollution.
- conduct research studies at field-based sites, e.g., collect air/water samples, record noise levels, take photographs and make video tapes, interview area inhabitants.
- work with local/area pollution control agencies, clubs, and organizations.
- develop and present audiovisual reports.
- design community awareness campaigns.
- design environmental pollution clean-up projects -- understaking BEFORE/AFTER pictorial studies.

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ISSUES IN EDUCATION

JOAN MOYER

Nurturing an Environmental and Social Ethic

Richard Peters

Because we live in a global age . . . today's children must begin to comprehend the character and complexity of the global community.

A decade ago, the International Activities Committee of the National Council for the Social Studies declared that technological advances, increased trade, tourism and cultural exchanges, environmental concerns, market competition and scarce resources will draw nations into increasingly complex relationships. The day-to-day lives of people in all nations will be influenced by increased cross-cultural links, as well. Individuals will be required to understand and interact with peoples, cultures, languages, lifestyles and value systems that differ from their own.

Because we live in a global age, existing simultaneously within the context of several interrelated and interactive real world environments, today's children must begin to comprehend the character and complexity of the global community. They will need this knowledge in order to become effective citizens of the 21st century.

Because *humans* and *nature* are inextricable entities sharing a common global lifespace, natural and social (human-made) environments are interactive and interdependent. This interconnection is necessary for the prosperity of the various species. Environmental phenomena (e.g., people, places, things and events) exist in a perpetual state of interlocking dependency.

Humans constantly intrude upon nature. In order to successfully live in natural and social worlds, humans must understand the origins, composition, characteristics and life-sustaining processes of these worlds.

Children's attention should be focused on the diversity of natural and social settings, those close to home as well as far-removed. During the course of a typical school day, they should be provided ample opportunities to interact with, and learn from, natural and social phenomena. To isolate children from the lifespace environment of the local community, and the world-at-large, is to diminish the relevance of formal education in their daily lives.

Children need to acquire a social ethic that:

- develops their awareness of the natural and social worlds around them
- informs them about past and present conflicts, issues and situations related to natural and social environments, cultures and ethnic groups
- allows them to have empathy for the plights of nature and diverse cultures and ethnic groups
- helps them to understand the character of diverse natural

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and social environments both close to home and far-removed
- enables them to exhibit, through proactive involvement, attitudes and opinions about ecology-related and social environment-related issues in contemporary life
- helps them to perceive and understand relationships between humans and nature
- helps them understand relationships among cultures and ethnic groups
- allows them to recognize the differences and similarities among diverse cultures.

Today, as in the past, the place of humans in the world is to coexist with nature and other peoples. Action must be taken in our schools today to help tomorrow's global citizens think and act in responsible ways to 1) clean-up natural and social environments, 2) establish and enforce policies and programs that guarantee the maintenance of a quality global lifespace and 3) educate a *nature sensitive* and *culture literate* citizenry.

A natural/physical and social science-fused curriculum that is continuous (K-12) integrated (interdisciplinary) and sequential (developmental) can be designed to introduce students to:

- the effect(s) that personal/group decisions and actions have on others and themselves
- the need to take responsibility for protecting living things that are dependent upon humans for their survival
- the creation of an environmental ethic
- the character of natural and social environments
- an understanding of the impact humans have had/are having upon the total lifespace environment
- an understanding of the impact nature has had/is having upon human lifestyles, cultures and value systems
- an awareness of community service activities that will promote participatory citizenship and decision-making
- the need for a stewardship attitude regarding the conservation and management of natural and human/social resources
- the development of social attitudes, behavior patterns and values
- the concept of perceptual self-denial through everyday living
- the problems and situations affecting natural and social environments—and related phenomena
- the differing personal styles of working actively for conflict-resolution and problem-solving.

Humans and nature lead a common existence on earth. What is the role of humans in nature? How do we, as individuals, fit into established culture patterns and social schemes? Each generation of the human species must ask these questions. Each generation of the human species must find its place in the global biosphere. How we answer these questions, and how we choose to act upon those answers, will determine the inevitable fate of humans and nature on earth—in the 21st century and beyond.

The purpose of this column is to stimulate debate of timely issues affecting children, youth and families. The opinions expressed are those of the author and do not necessarily represent the position of Childhood Education *or the Association for Childhood Education International. Readers are urged to respond by submitting manuscripts or letters to: Dr. Joan Moyer, CE Issues Editor, Curriculum and Instruction/Early Childhood, Arizona State University, Tempe, AZ 85287-1711.*

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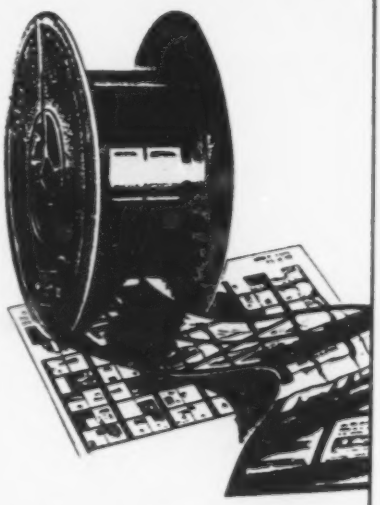

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Cultural Literacy and Key Essential Elements

Dr. Richard Peters
Corpus Christi State University

A decade ago, the International Activities Committee of the National Council for the Social Studies (USA) declared that technological advances, increased trade, tourism, cultural exchanges, environmental concerns, competition for markets and scarce resources will draw nations and peoples into increasingly complex relationships in the decades ahead.

The day-to-day lives of people in all nations will be influenced by increased cross-cultural links. They will be required to understand, interact, and cooperate with people, cultures, languages, lifestyles, and value systems unlike their own.

In order to function within the context of a 21st century global community, today's children and youth must be systematically introduced to the nature and character of diverse human-made (cultural) environments, and to the impact that natural surroundings have had upon human lifestyles, beliefs, value systems, and technological development.

There is a need to:

- focus students' attention on the real world(s) that exist around them on different perceptual planes
- expose students to natural and social environments that are nearby/close-to-home
- expose students to natural and social environments that are distant or far removed from where particular groups of students are at any given point in time.
- enhance students' understanding of the similarities as well as the differences among human groups
- highlight the interrelationships and interdependence that exist between natural and social environments - locally, regionally, statewide, nationally and internationally.

An important goal of the kindergarten through grade twelve social studies curriculum must be the nurturing of culturally literate individuals; people who can read and write about as well as discuss diverse human groups, past and present. This quality of cultural literacy will be enhanced through print materials, discussions, audiovisual presentations, and personal exposure to diverse ethnic groups through daytrips into the community, field trips to settings outside the context of the local community, and extended travel to distant settings outside the state and/or nation as well as interaction with guests in the classroom.

As students mature and progress through the formal education process, they gain diverse experiences (directly or vicariously) that result in the development of a sense of SELF in relationship to others and to the several worlds in which they simultaneously exist and function.

Key questions to be asked of students during the course of a formal study of human groups and natural environments would include among others:

- In what way(s) have human groups adjusted to their physical surroundings?
- What are the origins of diverse human value systems?
- What are the basic needs of all human beings, singularly and collectively?
- To what extent have diverse human groups influenced their physical surroundings, past and present?
- What responsibilities do human groups have to protect the global lifespace?
- What can human beings do to safeguard quality natural and social environments?

Integrated Studies

Within specific grades and grade clusters (e.g., K-2, 3-5, and 5-8) students should be exposed to the global community using a thematic approach.

Elements (concepts/knowledge/skills) from anthropology, economics, geography, psychology, and sociology as well as history and political science should provide the basis for team studies/individual student inquiry.

Acting as researching social scientists, students should be engaged in classroom and field-based activities or experiences that require them to:

1. Identify conflicts, issues, problems, and/or

situations of a personal or social nature.
2. Seek data from diverse primary and secondary sources for the purpose of enhancing personal understanding of identified conflicts, issues, problems, and/or situations.
3. Collect and evaluate data.
4. Organize relevant data for further analysis.
5. Synthesize relevant data into a meaningful whole for the purpose of refining perceptions of phenomena (mentioned in Item 1)
6. Brainstorm possible alternative courses-of-action re: conflict resolution, issue clarification, problem solving, and/or situation comprehension.
7. Select the most appropriate course-of-action to pursue.
8. Design a course-of-action strategy.
9. Apply the designed strategy in real life and real-to-life (simulated) settings.
10. Monitor the course-of-action taken.
11. Collect and analyze newly generated data.
12. Apply newly generated data to the on-going perception, thought, and action processes.

Such classroom and field based activities would compliment stated America 2000 goals for this nation's children and youth.

- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially. (p. 48)
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community. (p. 49)

Essential Elements

The statewide foundation for culture literacy studies is to be found in selected K -12 essential elements for the social studies.

What might need to happen is for schools to realign selected EEs so as to provide the structure and substance for the enhancement of students' knowledge about the diverse cultural heritage of this nation and about the world community.

It is also important to develop within students an ethical sense of stewardship concerning natural and social environments and to develop within them the social living skills that will enhance lifelong learning and citizenship activities.

K-8 Examples

- Discuss ways people can help each other;
- Identify basic economic wants of all people;
- Understand the ways basic economic wants of family members are met;
- Explain the need for rules;
- Identify ways people learn from each other;
- Use simple maps to locate information;
- Describe similarities and differences among people;
- Explain acceptable ways of dealing with individual and group conflicts;
- Describe how people depend on each other to supply economic goods and services;
- Identify local natural landforms;
- Describe family traditions and customs;
- Know common responsibilities of family members in any culture;
- Describe ways a community satisfies needs for food, clothing, and shelter;
- Describe the physical features of one's community;
- Describe how one's community is similar and different from other communities;
- Identify local traditions, customs, and folkways;
- Explain how groups influence individual behavior;
- Understand Texas' economic relationship to other states and to the world;
- Describe the influence of geography on the history of Texas;
- Describe how the various geographical regions of Texas, the United States, and the world are similar and different;
- Understand how people adapt to their physical environment;
- Describe how traditions, customs, folkways, and religious beliefs differ among individuals and groups.
- Identify basic civic values of American society;
- Explain why conservation of economic resources is important;
- Explain basic rights and responsibilities of American citizenship;
- Describe how the various geographic regions of the United States are similar and different;
- Understand how people have adapted to and modified the physical environment of the United States;
- Understand the geographic interrelatedness of the United States and adjacent countries;
- Identify holidays and celebrations in the nation that are culture-group related;
- Identify the contributions of various cultures to the American way of life;
- Locate information in reference works;
- Evaluate information from various social studies sources;
- Explain the economic importance of various regions of the world;
- Identify contributions of various cultures, past and present, to world civilization;
- Compare cultural regions of the world;
- Describe the impact of physical features on selected cultures, past and present;
- Describe how the geographic regions of the world are similar and different;
- Describe examples of cultural borrowing among societies;
- Be aware that some things are valued more in some

groups and cultures than in others;
- recognize how societal values affect individual beliefs and attitudes;
- Translate information from one medium to another;
- Organize and express ideas in written form;
- Analyze information;
- Draw conclusions;
- Synthesize information;
- Use problem-sovling skills;
- Draw inferences;
- Perceive cause-effect relationships

Grades 9 - 12 examples
- Recognize that individuals must accept the consequences of their decisions;
- Value open-mindness, tolerance of differing opinions, and civic participation;
- Describe how population movements and patterns of settlement in the United States were influenced by physical features;
- Examine the uses, abuses, and preservation of natural resources and the physical environment of the United States;
- Locate the major natural resources of the world and give their uses;
- Analyze the impact of environment on ways of life in a region;
- Determine the economic, social, and cultural inter change among regions and countries;
- Analyze forces that are causing changes in the land scapes of regions and countries;
- Analyze environmental issues associated with urban growth;
- Understand the interaction of selected groups with individuals and groups from various religious, national, racial, and ethnic backgrounds;
- Describe the art, music, literature, drama and other culturally related activities of various groups;
- Analyze the diverse lifestyles of groups selected for study;
- Explore the interaction of selected regions or countries with other areas of the world, historically and presently;
- Recognize the influence of geography on the historical development of areas studied;
- Understand the social and cultural changes that affect lifestyles;
- Compare and contrast variations of cultural patterns in selected regions or countries;
- Explain the process of socialization;
- Analyze social institutions, their structures and functions;
- Analyze social problems in selected cultures;
- Understand causes of cultural and social change;
- Describe the effects of cultural contact and diffusion.

Throughout the K -12 schema, students must be directly involved in a continuous, four-step process of concepts, knowledge, and skills:
- Acquisition through teacher-directed instruction, independent reading and research, watching audio visual presentations, listening to guest speakers in the classroom and at field-based sites, and direct in volvement in discussions and debates.
- Application in classrooms and at field-based sites; using acquired concepts, knowledge, and skills to do things, to achieve goals and to become pro-active citizens in the society.
- Reinforcement of acquired concepts, knowledge, and skills through repeated application in school and in one's personal life; adapting and using concepts, knowledge and skills in diverse, real life and real-to-life (simulated) situations.
- Refinement is achieved as a result of repeated concepts, knowledge and skills application; the attainment of a prescribed degree of competency or proficiency. Such competency or proficiency can be demonstrated and evaluated by others.

Comments:

In *Charting a Course: Social Studies for the 21st Century* (1989), the Curriculum Task Force of the National Council for the Social Studies in the Schools stated:

> A well-developed social studies curriculum must instill a clear understanding of the roles of citizens in a democracy and provide opportunities for active, engaged participation in civic, cultural and volunteer activities designed to enhance the quality of life in the community and the nation. (p.3)
>
> Reading, writing, observing, debating, role-play or simulations, working with statistical data and using appropriate critical thinking skills should be an integral part of social studies instruction. (p.4)
>
> The social studies curriculum should enable students to develop an understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions, and values. (p.6)

In April 1991, President George Bush stated that "too many of us lack the knowledge . . . and the skills necessary to live . . . in the world as it is today." (p.38)

At this White House unveiling of *America 2000: An Education Strategy*, the President went on to say that "our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation." In the next century, "all of our people must be able to think for a living, adapt to changing environments, and to understand the world around them." (p. 45)

The citizens of the 21st century are in America's

classrooms, today!

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Focusing on Cultural Diversity in the Classroom and Community: A Social Studies Approach to Middle Grades Learning

Richard Oakes Peters, Ed.D
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Look around you! What makes Juan different from Ivan, Ruth, Pierre, Hans, Sophia, and Ishi? The fact that not all students look alike is not what really makes them different. Because not all students dress alike; because not all students speak the same language; and because not all their family histories are the same are some of the reasons why students are different.

Our ancestors came to this land from all corners of the globe, and it is our cultural plurality that gives us a cosmopolitan character. Today, our public school classrooms are microcosms of earth's cultural diversity.

Approaching the 21st Century

Twenty-first century citizens will be involved in complex relationships on a global scale. The day-to-day lives of individuals in all nations will be influenced by increased cross-cultural links. Individuals will be required to understand and cooperate with people from different cultures, who speak different languages, and who exhibit lifestyles and value systems different from their own.

If we want 21st century citizens to be cultural literate, we must begin today to enhance students' awareness and nurture their understanding of the cultural diversity that exists nearby and close to home (in the classroom, the neighborhood, and the community) as well as distant and far-removed (nationally or internationally).

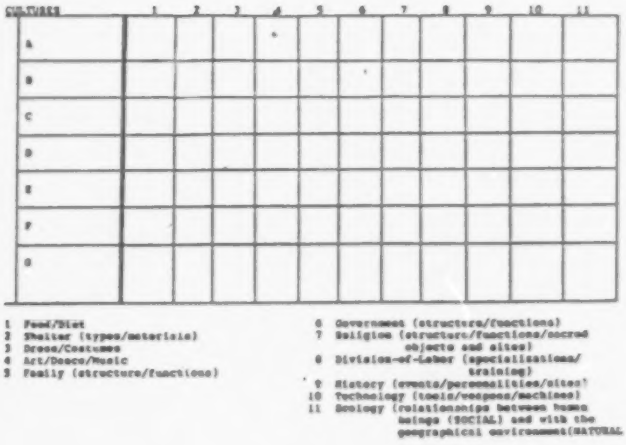
What does it mean to be a cultural literate person? The individual is aware of the diverse cultures that exist in the global community; is informed about past and present conflicts, issues, problems, and situations related to social (human-made) environments; has empathy for the plight of diverse cultures and ethnic groups found nearby or close to home and distant and far-removed; perceives relationships (and interdependence) among diverse cultures; exhibits proactive behavior related to solving culture and ethnic group-related issues in contemporary life; and recognizes the subtle similarities as well as the obvious differences among diverse cultures.

Developing Awareness and Understanding

What better place to learn about cultural diversity than in the social studies classroom where, in fact, that diversity exists! Herein, students talk about, read about, and study the diets of diverse groups, how they dress, the languages they speak and how these people prosper from day to day. In part, the answers to questions posed, as the result of students' inquiry are provided by classmates.

There are several experiences that students can share as they investigate diverse cultures: origins, customs, histories, and lifestyles. For example, refer below to Diagram 1.

Culture Matrix: Social Environments



Culture Matrix: Social Environments

Because we live in a global age, today's children must begin to comprehend the character and complexity of the global community.

In the 21st century, the day-to-day lives of people in all nations, will be influenced by increased cross-cultural links. Individuals will be required to understand and interact with people, cultures, languages, lifestyles, and value systems that differ from their own.[1]

Culture literate students 1) are aware of the human-made world around them, 2) are informed about past and present conflicts, issues, problems, and situations related to social environments, 3) have empathy for the plight of diverse social groups and cultures, 4) understand the character of social environments that are nearby or close to home and distant or far-removed, 5) have developed attitudes and opinions about culture-related issues in contemporary life, 6) perceive relationships among diverse social groups and cultures, 7) recognize the differences and similarities among the traits of diverse cultures, and 8) are committed to action in order to resolve conflicts, clarify issues, and solve problems, and understand complex situations.

Working in small inquiry teams, students role play researching social scientists as they identify information sources, collect data, organize and analyze data, and prepare data for display on the matrix. When data from the several teams has been affixed to the matrix, students can visually compare the traits of diverse cultures. Matrix data forms the basis for class discussions, research reports, bulletin board displays, and graphic media presentations.

As a facilitator of learning, the social studies teacher identifies and collects primary and secondary source materials that will be used by the several inquiry teams (including artifacts). (Peters, R. 1993/1994). "Nurturing an Environmental and Social Ethic," *Childhood Education*, Winter, p. 72).

- Each student researches his/her cultural heritage. Reports can be developed and presented to classmates; bulletin board displays can be created, live performances can be given before classmates, and family histories can be captured in a series of vintage photographs, on film or videotape.
- Students interview parents, grandparents, and other relatives and older friends, creating a collection of oral histories.
- Family members appear in the classroom as guest speakers, story tellers, artists, or craftsmen. They can also relate stories about growing up in different parts of the global community. Guest speakers, etc. can be videotaped and made part of a culture unit. Students can be engaged in geography activities such as finding the locations discussed in class by guests.
- Students use the Culture Matrix (see Diagram I) to exhibit and discuss the lifestyles traits of diverse human (social) groups past and present.
- Students read stories about life (past and present) in diverse cultures. They can develop or present reports, read passages from books, and write their own stories or poems. Students may prefer to draw pictures that depict aspects of stories read. These activities can be videotaped.
- Students create culture kits. Each kit consists of a card board storage box, artifacts (e.g., art objects, utensils, tools, clothing, toys, and literature), a written history and timeline, maps, biographies of famous people, a bibliography of suggested readings, and audiovisual presentations (e.g., slides, still photographs, filmstrips, films and video tapes).
- Each student researches a culture of personal choice and creates an art object, tool, etc. that depicts some aspect of that culture's history or lifestyle.
- Students collect pictures that depict diverse lifestyles, dress, foods, shelter types, geographical regions, etc. from magazines, and create bulletin board displays.
- Students visit ethnic neighborhoods to observe types of architecture, to visit historical sites, to listen to a plethora of languages, to see a kaleidoscope of colorful dress, to observe performances, and to smell the pungent aroma of native cuisine.
- Students collect and study ethnic newspapers.
- Students research notable personalities in nation/state/local history; to learn about each individual's contributions and to learn about each individual's cultural heritage.

[1] **Footnote**

By studying the contributions of individuals to the growth

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of the United States, students begin to realize the melting pot character of us as a unique people. They realize that different people, in different ways, have contributed to our national character. For example, the Irish and the Chinese built the Transcontinental Railroad; the Germans farmed the land; the Italians grew the sweet grapes in vineyards; and the Africans nurtured the growth of this nation's agriculture in the South and elsewhere.

Focusing on Participatory Citizenship

The goals of AMERICA 2000 guide parents, business leaders, and communities-at-large in creating educational programs that will help today's students.

by Richard Peters

All across this nation, local communities and state governments are designing plans to enhance the readiness of children and youth for 21st century living.

Using AMERICA 2000 goals as a guide, concerned parents, business leaders, elected officials, and communities-at-large are creating educational programs that will help today's students function as productive citizens in tomorrow's world.

AMERICA 2000's Goal III focuses on the need for students to use their minds well, so they are prepared for responsible citizenship. According to the National Education Goals Panel (1992), community service is an area of individual preparation often times not planned for in the typical curriculum.

While Austin's PROJECT A+ program emphasizes young adults being able to demonstrate social responsibility and active involvement in community service, most secondary curricula do not set such lofty goals. Too often, it is believed that good citizens happen as a result of a study of national/state history and national/state government. Knowing how a bill becomes law and how the President of the United States is elected does *not* guarantee that students will become productive members of the society and proactive citizens. Something more is needed!

Participatory Citizenship

What is needed in the school curriculum, are ample opportunities for all students to acquire and apply citizenship skills both in the classroom and within the community.

Students need involvement with citizenship skills development in all subjects – not just in social studies classes! Thus, there is a need for teacher teams to design activities and experiences that will insure that students practice good citizenship everyday – all the time. Good citizenship should be perceived, by students, as something that permeates their lives – and not something to be discussed in history or government classes. Citizenship should be defined as actions and not as the discussion of abstract theories!

Students need exposure to conflicts, issues, problems, and situations that have both immediate and long-range impact upon the lives of individuals and groups.

Students cannot remain passive onlookers in the game of everyday living. They must be trained in active involvement with processes that require commitment and individual responsibility to the betterment of the state of human affairs. They must be able and willing to right wrongs, to make critical decisions and sacrifices and contribute to the solution of perplexing social problems.

> Citizenship is not a course, but a learned way of living.

A Plan of Action

Beginning in the lower elementary grades, children need to participate in activities that focus their attention and development skills on social issues that directly affect them. They need exposure to the community-at-large and to everyday living.

By the middle school years, children and youth have become acquainted with real life situations that require action on the part of concerned citizens. They participate in community-oriented activities that require them to work cooperatively with others.

In high school, youths are involved in activities that build upon earlier experiences, and that require them to apply acquired knowledge and skills to perceived situations. For example:

- participate in community/school clean-up campaigns;
- get out the vote by baby-sitting, going door-to-door reminding individuals to vote, and driving voters to the polls;
- volunteer energy and time to peer tutoring in school, and helping adults learn to read at community centers;
- serve as BIG BROTHERS/ BIG SISTERS;
- man a crisis hotline telephone;
- write a column in the local newspaper;
- work in a hospital;
- communicate with local/area/state/national elected officials on matters of concern and interest;
- participate in walk-a-thons and bike-a-thons;
- be an advocate for some social action; and
- organize community awareness programs.

The products of PARTICIPATORY CITIZENSHIP programs are proactive individuals who act for the betterment of the group. They accept responsibility for personal behavior, and conduct themselves within the framework of the law.

Citizenship is not a course! It is not an academic exercise but rather a learned way-of-living! Citizenship skills can only be acquired and honed by actually participating in activities, both in the school and community, that require commitment, reasoned thought, and action.

(Continued)

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Citizenship ...

Working with community resource people, teachers can design a curriculum that provides for both subject matter-related activities and extra-curricular projects. Site-based management teams should engage the concerns and expertise of individuals and groups that function within the community. Community resource sites can become citizenship skills training 'classrooms' – as students participate in activities related to real life challenges. Such activities can enhance critical thinking, decision-making, and problem solving skills among high school students.

ECOnauts

An example of citizenship training might involve students in activities designed to enhance the quality of the environment of the local community.

As defined by this author, ECOnauts are explorers of the world(s) around them. They are researching scientists who interact with natural and social phenomena.

These nature-sensitive individuals are aware of the natural world around them; are informed about past and present conflicts, issues, problems, and situations related to natural environments; have empathy for the plight of nature – locally, regionally, nationally, and internationally; understand the characters of diverse natural environments that are nearby/close-to-home and distant/far-removed; have developed attitudes and opinions about ecology-related issues in contemporary life; perceive relationships between humans and nature; and are committed to pro-active action.

In classrooms, students would be involved in teacher team-planned activities that focus attention on conflicts, issues, problems, and situations that require citizen action.

As extra-curricular activities, ECOnaut club members would be involved in community service projects. Working with community resource people, club advisors design projects that enable students to demonstrate the ability to reason, to apply knowledge, and to solve problems.

Being a good citizen is a lifelong process involving skills development and application everyday of our lives! Citizenship is not part of the curriculum – it is the essence of the curriculum!

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